


Prudent Parenting:
Implementation of the Strengthening Families Act Normalcy Provisions

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ADVOCATES FOR FAMILIES FIRST




Learning Objectives
By the end of this session, participants will be able to:

- Define Key Terms
- List Key Elements of the Law
- Describe Responsibilities
- Describe WHY this is important
- List examples of activities for all children including:
 - Children & Youth with disabilities and other special circumstances
- Utilize safety plans
- Utilize guiding questions
- Access additional resources

Activities that were Important in My Life:







- Ages 0-5
- Ages 6-11
- Ages 12-18
- Ages 19-21



Historical Background: Why do we Need new Laws & Policies?

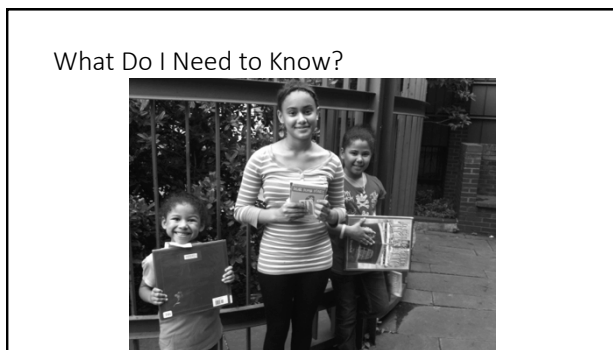
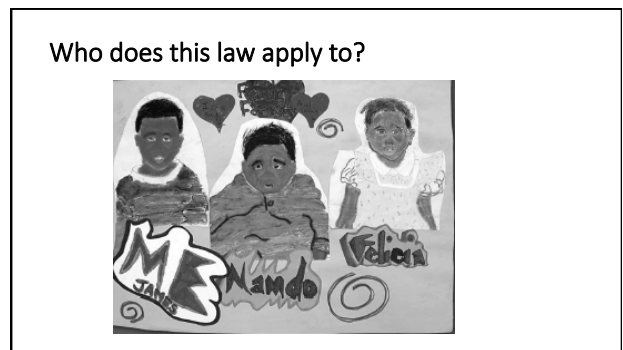
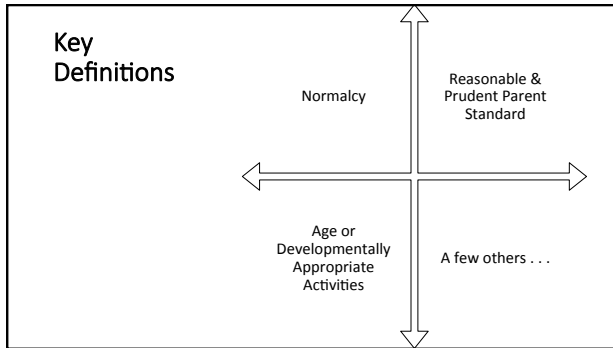


Intent and Focus -

Children & Youth	 
Parents & Caregivers	 
Workers, Agencies, Courts	 

So – What does the law say? PL 113-183 (Federal) **List of Key provisions**

- Each child must have regular and ongoing opportunities to engage in age or developmentally appropriate activities
- Each youth over 14 has opportunities to gain skills and participate in plans for transition to adulthood
- State agency must take steps (including training of caregivers) to ensure that caregivers are applying reasonable and prudent parent standard
- Specifics will be reviewed at every permanency hearing



Normalcy for Youth in Special Circumstances ~ *Providing Safety, Inclusion and Opportunity for*

- Pregnant and Parenting Teens
- Young people who identify as LGBTQ or other non-conforming expressions of gender and sexuality
- Youth with history of justice-system contact or involvement
- Other circumstances?

What is Child Trauma?



How Does Trauma Affect The Child's Ability to Safely Engage in Activities



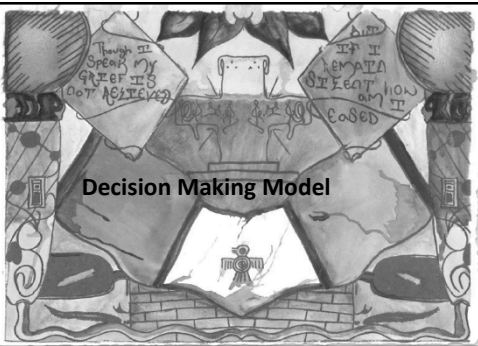
- Most of the time, the child will behave and respond like a typically developing child
- A trauma trigger can change that
 - The child can explode
 - Or withdraw, shut-down
 - Or simply take longer to settle down and be ready to participate
- What examples have you seen?

TRAUMA TRIGGERS & SAFETY PLANNING



Putting the Knowledge All Together: Observing and Knowing the Child in my Care

Decision Making Model



Understand The "Ask"



Gather Information



Brainstorm - Factors to Consider

- Child's age, maturity and developmental level
- Appropriateness of the extracurricular, enrichment, cultural or social activity or experience.
- Child's wishes.
- Encouraging the child's emotional and developmental growth.
- Supporting the youth in developing skills to successfully transition to adulthood.
- Providing the child with the most family-like living experience possible.
- Any special needs accommodations, or trauma-safety plans that the child may need to safely and fully participate in the activity or experience.
- Potential risk factors to the child or to others
- Best interest of the child, based on information known by the caregiver.

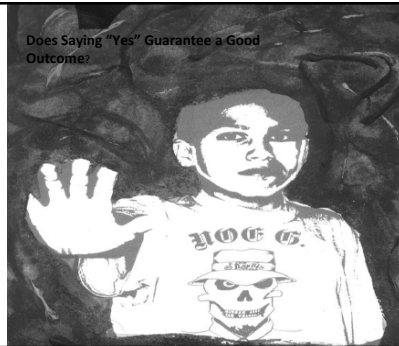
EVALUATE OPTIONS



REFLECT



Does Saying "Yes" Guarantee a Good Outcome?



Avoiding the "L" word (**liability*)



Wrapping Up

- Q & A
- Evaluations



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